

**DRINKING AND DRIVING**  
**DOCU-DRAMA**  
**PROGRAM PLANNING GUIDE**

**for**

**DEAF / HARD OF HEARING STUDENTS**

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## INTRODUCTION

The Drinking and Driving Docu-Drama is a mock alcohol-related traffic crash which depicts the realities and consequences of a drinking involved motor vehicle crash. The Docu-Drama utilizes all facets of the emergency response community, which responds to the “mock” or “staged” crash. In addition to the staged program, students are given the opportunity to discuss the program in a follow-up session. The purpose of the Docu-Drama is to give young people a close-up look at the ugly truth that goes along with most DWI/alcohol-related crashes.

Addiction among deaf/hard of hearing adults has been recorded at 20% by some researchers. Deaf/hard of hearing children would seem to have at least the same rate of drug use/abuse as their hearing peers. Some data suggest that deaf/hard of hearing children and youth are at higher risk due to the increased likelihood of problems with self-esteem and self-concept, physical and sexual abuse, lack of information, and psychosocial-educational developmental delay. Often times substance abuse information that is available for students is not presented in the preferred language communication mode and therefore is not beneficial to this population.

With this in mind, the Drinking and Driving Docu-Drama Planning Guide has been adapted in order to provide appropriate substance abuse prevention information and activities for deaf and hard of hearing students. Several areas of the planning guide will address any adaptations that may be required. Additional benefits of this Docu-Drama for deaf and hard of hearing students, is that it will allow students to view operations of several community agencies (police, fire, rescue and ambulance services) in a more positive role. In doing so, it will also provides an excellent training opportunity for the community emergency responders to become familiar with the communication needs/challenges they will face when providing services to the deaf community.

The Docu-Drama is a two-hour educational program consisting of two components: (1) a mock vehicle crash and (2) a follow-up session in the classroom. The program is staged at high schools and/or colleges/universities. Students from the school play the parts of the injured and fatal victims of the crash. Police, fire, ambulance and other emergency responders are summoned to the mock crash as the scene is played out and perform their duties as they would in a real life situation.

The students, who view the crash scene and the work of the emergency responders, listen to brief presentations by an emergency room physician and a law enforcement officer following the mock crash. They then return to class for the follow-up session. This session, probably the most important part of the program, allows students the opportunity

to discuss their feelings about the Docu-Drama, their attitudes about drinking and driving and to learn more about the issue of drinking and driving and the laws.

This guide was developed to assist with the planning process for staging a Drinking and Driving Docu-Drama. Included in this guide is information concerning the tasks involved in planning a program, what happens the day of the event, follow-up procedures and a sample program schedule, news release and other forms.

Special thanks goes to the Traffic Safety Alliance of the Ozarks, located in Springfield, Missouri, who refined the Drinking and Driving Docu-Drama that this planning guide was adapted from. Also, thanks to the Missouri Department of Mental Health, Office of Deaf Services for providing technical assistance and guidance in making these adaptations.

*Revised 4/00*

**PROGRAM  
PREPARATION  
AND  
OUTLINE**

## PREPARATION AND TASKS TO BE ACCOMPLISHED

- A. Determine the appropriateness of conducting a Docu-Drama by taking into consideration the past history of the drinking and driving issue at your school or community. For example, if the student body has recently experienced a death or injury to a student(s), you may want to consider delaying the program in order for the students to cope with this tragedy. The Docu-Drama is a realistic depiction of a crash and can be devastating to students who are currently dealing with loss.
- B. Allow students and faculty to have the choice whether or not to view the Docu-Drama. Some students and/or faculty may have experienced the loss of a friend or family member in a motor vehicle crash or have been involved in one themselves. Because of this, they may prefer to stay in a study hall or other classroom session.
- C. Select the date, time and location for the program.
  - 1. The ideal location is one that has an incline for the students to stand to view the program. This allows for better visibility. The maximum number of students viewing the presentation should be no more than 300-350. If more students view the program, it will be difficult for everyone to see and hear what is happening.
  - 2. The location should be one that makes the scene look authentic. Sites such as the football field would not be suitable. Possible sites might include a driveway leading into or out of the school parking lot or a nearby street that is traveled by students. If a street is used, it may be necessary to obtain permission from your city or county road department.
  - 3. The use of a tree or utility pole would also be helpful for staging the program.
  - 4. If the school is located near train tracks, you may want to consider staging a car/train crash involving drinking. This type of scenario requires approval by the railroad as well as extensive planning. If there is a high probability of a car/train crash occurring in your area, the extra work is worth the effort.
  - 5. Since the Docu-Drama is approximately two hours long, it can easily be implemented during two class periods...the first being the mock crash and the second being the follow-up. Keep in mind the additional time needed for make-up and set-up when scheduling time.
- D. Select students who will play the roles of the injured and fatal victims of the crash. These students should be believable in the roles they will be playing. For example, it would not be realistic for the President of the SADD (Students Against Drunk Driving) to play the role of the drunk driver. Obtain the necessary release/permission forms. Assign the roles and have the students attend the orientation meeting where they will learn how they should react based on specific injuries. The roles include, but are not limited to the following:
  - 1. Drunk Driver (not injured or with a very minor injury)
  - 2. Fatal Victim(s)
  - 3. Minor Injury Victim(s)

4. Major Injury Victim(s)
  5. Witness to the crash (optional)
  6. Parent (played by the parent of one of the victims—optional. This individual could play the role of a hysterical parent who happens to be driving by the scene and recognizes the car)
  7. Pedestrian/Bicycle Victim (optional)
- E. Orientation meetings will need to be held for the following groups. These meetings may be held at the same time, but each group will need to be addressed as to their part in the Docu-Drama.
1. **Student Victims**: The students should be briefed on their roles, and how they would react related to their particular injury. The agency or individual assisting with make-up/moulage may be able to brief the students on their injuries, while a law enforcement officer can assist the drunk driver with his/her role.

*It is important to stress to the students that the realism of the program lies in their ability to portray their roles authentically. If they do not take their role seriously, the impact of the program on the other students will be lost.*

2. **Faculty/Staff**: The faculty or staff assisting with the follow-up sessions should be briefed on their role as a moderator. Make sure that the faculty/staff who will be conducting the follow-up also view the Docu-Drama. Without seeing the Docu-Drama, they cannot adequately conduct the follow-up process. Suggested follow-up material (page 12) should be distributed and reviewed at this time. Additional fact sheets and other information on drinking and driving may also be distributed if available.
3. **Interpreters**: When planning for interpreters for the Docu-Drama, it is important to be familiar with the communication preference of the target audience. For most Docu-Drama presentations, 3-4 interpreters at the crash scene will be sufficient (1 for the police officer, 1 with fire/rescue, and 1 with ambulance services). However, if you have a population that has mixed communication preferences (ASL, English, and Oral/aural), you may need to arrange for additional interpreters. If the emergency responders/volunteers are to be included in the follow-up sessions, you may also need to plan to have interpreters follow them to the various classrooms. It is important to provide as much information to the interpreters before hand as possible. In addition to the emotional impact of the program, unique vocabulary will be used during the Docu-Drama.
4. **Emergency Responders**: Included in this meeting are representatives from the law enforcement, fire, ambulance and other necessary agencies (e.g. public works, coroner, wrecker services, moulage units, etc.). The program should be explained that their role will be exactly as it is at a real crash scene. It will be necessary for this group to select a staging area next to the school but out of sight from the students. They will also need to determine the time intervals they will arrive on the scene. If at all possible, check within your community to determine if any of

the emergency responders are fluent in signing. If you are able to provide such a skilled person, it brings tremendous value to your presentation. Experience has shown however, that communities will not have this resource available.

- F. The selection of a wrecked vehicle will depend on the location that is chosen for staging the program. It is important to remember that the majority of the damage should be on the passenger side of the vehicle. This will make it more realistic for the “drunk driver” to be removed from the vehicle, given sobriety tests and arrested without having suffered major injury.

***Contact a local towing/wrecker service and arrange for a wrecked car to be delivered and picked up on the day of the presentation.***

- G. Select a speaker, preferably an emergency room physician or paramedic. Explain to the speaker that they will address the students following the reenactment at the crash scene. Their role is to discuss what happens after the victims leave the scene of the crash. This includes what happens to fatalities and injured victims taken to the emergency room. Approximately 10-15 minutes should be allowed for this portion of the program. This would be an ideal use of a signing physician, nurse or paramedic.
- H. Schedule the follow-up session immediately following the staged crash. These sessions are preferably held in classroom settings with no more than 30-40 students. The smaller groups allow the students to participate in open discussion about the program. Typically, the follow-up can be held during the class period following the program with the faculty moderating the session. Sample follow-up procedures can be found on page 12.
- I. If the program is staged at a college or university, it will be difficult to utilize the follow-up session. Because of this, it is recommended that counselors or other trained personnel walk among the students as they view the crash scene. Should a student need assistance with dealing with their reactions to the program, trained personnel will be available. It may also be helpful to distribute cards listing the name and phone number of the campus office that may be contacted should a student need assistance following the program.
- J. Provide a meal for all Docu-Drama participants.
- K. Provide a separate room for make-up and changing.
- L. Provide for set-up and clean-up.
- M. Arrange for the necessary supplies:
  - 1. Make-up (moulage)
  - 2. Plastic sheets to protect the student victims on the ground.
  - 3. Sound system for the speaker. The sound system should be portable.



4. Props: cooler, beer cans, wine bottles, snack food wrappers, flowers at prom time, pom-poms at football time, books, notebooks, etc.
  5. Students may want to wear certain “costumes” (e.g. cheerleading outfit, letter jacket, etc). Make certain that if costumes are used, care is taken when applying make-up so that it does not stain the costumes. Possibly have those students who wish to wear costumes play the roles of victims that do not require much make-up.
- N. Set-up time schedule (see page 30)
1. Arrive approximately 1½ hours before the presentation.
  2. At least one hour should be allowed for make-up. The amount of time necessary will depend on the number of victims.
- O. Prepare and distribute a press release (see page 31) to area media and possibly gain their participation if student witnesses are used. The media can react with the witnesses as they would at a real crash scene.
- P. Determine how to promote the program to the students. You may want to simply tell them that they are going to see a safety program and what they will be seeing is not real and that fellow students are playing the roles in the program.
- Q. If there are businesses or homes close to the staging/crash scene, you may want to notify them of the program and that it is not real, but a safety program for the students.

## **HOW THE PROGRAM WORKS THE DAY OF THE PRESENTATION**

- A. The student victims and volunteers arrive at least 1½ hours before the program starts and to prepare make-up. Interpreters should also arrive at this time to assist in communication between the volunteers and students/staff. If the emergency responders have not yet met with their student victims, this presents an opportunity to explain the student's roles and how they should respond during the Docu-Drama.
- B. Fifteen to twenty minutes prior to the presentation, the student victims are placed in the vehicle and last minute make-up is applied.
- C. The emergency responders are located in the staging area out of sight of the students.
- D. When the program begins, the viewing students are guided around the crash scene by teachers or volunteers. This should take approximately 10 to 15 minutes. Once they have viewed the scene, the students are guided to a predetermined area out of the way of the presentation. The victims do not act or react to the other students while they are walking around the crash scene. The victims appear to be dazed by the crash. During the guided viewing of the crash scene, no interpretation will be needed.
- E. The viewing students are backed away from the scene as the first emergency responder arrives on the scene. The student victims begin acting their parts when they hear the siren of the first emergency response vehicle. If possible, the police can use their car loudspeaker and pretend to be calling the dispatcher and ask that an ambulance, fire rescue truck and coroner be sent to the scene.

***Try to place the interpreters in such a location that there is an interpreter for each major group of the responders (police, fire/rescue and ambulance). It will also be important to have the emergency responders move the victims to an area where the students can easily view the action/interpreters.***

- F. The emergency responders arrive at timed intervals and work the crash scene as though it were real. The arrival times of the emergency responders should be timed only one or two minutes apart. The fire rescue squad will use the "Jaws of Life" to remove the door and/or door of the car.
- G. The drunk driver will be questioned by the police and given field sobriety tests. These tests should be done in full view of the students watching the crash scene. The driver will then be handcuffed and placed in the police car to be taken to another location away from the presentation area.
- H. Injured victims will be treated at the scene and then put into the ambulance. The injured will then be driven to another location away from the presentation area. The fatalities are placed on the ground on plastic sheets and completely covered with a

blanket or sheet. This should be done in full view of all students watching the presentation.

- I. An emergency room physician addresses the students once all rescue procedures are finished. The speaker discusses the consequences of a drunk driving crash and what happens in the emergency room.

***You may want to arrange to have an additional interpreter to provide services for these speakers. The interpreters working the crash scene will definitely be in need of relief.***

- J. The viewing students return to class for a follow-up session conducted by faculty or other qualified volunteers. See page 12 for additional follow-up information. If possible, emergency responders may want to make themselves available for questions and answers in the follow-up sessions.

***If they do participate in the follow-up sessions, interpreters may need to accompany them to the classrooms. If any of the emergency responders are fluent in signing, this provides an excellent opportunity for them to interact with the students.***

- K. Clean up begins.

- L. A separate follow-up session is held with the student victims. They return to a meeting area to remove make-up and meet with coordinators and other participants to discuss their experience with the program. This allows those involved in the program to verbalize what they are feeling.

# **FOLLOW-UP PROCEDURES**

## FOLLOW-UP PROCEDURES

This section contains ideas for possible follow-up procedures. These ideas or other procedures may be used during the follow-up session that immediately follows the Docu-Drama.

*It should be noted that while these follow-up procedures are provided in a printed format, they could be much more effective when signed to students in their preferred method of communication. Signed activities can be made of any of the follow-up procedures, including the “Alcohol and Driving Quiz”, “Opinion Continuum” and the “Student Evaluations.”*

The “Opinion Continuum” exercise on pages 14 and 15 make up a complete follow-up program. Portions of this exercise may also be used along with other follow-up procedures.

Another idea for follow-up is to use general classroom discussion about the Docu-Drama program and the students’ thoughts/attitudes about drinking and driving. Listed below are some sample questions that may be used during this discussion.

### **Sample Discussion Questions:**

1. What are your feelings about the Docu-Drama program that you just experienced?
2. Did it change your opinion about drinking and driving and/or drinking in general?
3. How realistic did you feel the Docu-Drama was?
4. What do you think was going through the mind of the drunk driver?
5. What are some of the myths about alcohol? (See Fact Sheets section)

Role-playing may also be used during the follow-up session. Possible role-playing ideas include the following:

- A. Law enforcement officer notifying parents of the death of their child due to a drunk driving crash.
- B. Friends attempting to stop a friend who has been drinking from driving.
- C. News reporter describing the scene of a drunk driving crash.
- D. Students turning down persistent offers of alcohol or other drugs at a party.

The “Alcohol and Driving Quiz” (page 16) may be used for additional classroom discussion. A general classroom discussion on ways to socialize drug-free is another idea for follow-up.

Various fact sheets are included in this guide to assist with the discussion during the follow-up session.

## OPINION CONTINUUM EXERCISE

During the follow-up session, students may be allowed to discuss the program and their feelings, draw or use other means that would work best for the school and students. The following ideas are suggestions. Feel free to use whatever works best for the students in the follow-up sessions.

One possible follow-up procedure is as follows: (the following is a script that can be used by the teachers or other qualified volunteers who are assisting with the follow-up to the Docu-Drama).

- 1) “We want this experience to be one that you can use for your own good. Please take about 5-10 minutes to write about what the experience of the Docu-Drama means to you. You may want to think back to how you were feeling as you watched the Docu-Drama to better remember what it means to you. What you write is simply for you to keep for yourself. We will not collect what you write. Any questions? If you do have some questions about what you saw, about alcohol or other drug usage in connection with the Docu-Drama, please write them down too. OK, let’s get started.”
- 2) **OPINION CONTINUUM LINE:** “Now that you have had a chance to write about what the Docu-Drama meant to you, we are going to do an exercise called the “Opinion Continuum Line.”

“I am going to stand here (in the center of the room), and I want you to stand facing me. I am standing at #5—**middle of the road**. #1 is at this end of the room (point to that end of the room) and means **strongly agree**, while #10 (point to the other end of the room) means **strongly disagree**. I am going to read you a statement, and I would like you to move and stand at the point on the Continuum Line that represents your beliefs. Please keep all initial thought or reactions to yourselves so you will not influence anyone else.”

(Read 5 to 8 statements from the attached list [next page] followed by these questions. Allow time after each statement for the students to move to a place on the Continuum Line.)

- A. “I would like someone who is at #1 to share why you placed yourself in that position...Someone else?”
- B. Now I would like someone who is at #10 to share your reasons for being on that end of the continuum...Someone else?”
- C. Will someone in the ‘middle of the road’ please share your reasons...Someone else?”

After finishing the Continuum Line process, ask the following question: “What have you learned from doing the Continuum Line?”

## OPINION CONTINUUM STATEMENTS

- I feel safe in a car with someone who is under the influence of alcohol.
- People should be held responsible for things they do when they are drunk.
- How and when someone drinks is no one's business but their own.
- Drinking and driving laws and penalties are too harsh.
- People who unintentionally get drunk are less dangerous than people who are out to "party."
- I would be upset if a friend of mine drank alcohol.
- Alcohol is a drug.
- People make too big a deal out of drinking and driving.
- I would try to stop someone from driving if I knew they were under the influence of alcohol.
- Young people drink the same with their parents as they do with their peers.
- When under the influence of alcohol, most people think about how the alcohol is affecting them before they drive a car.
- It's the responsibility of those who don't drink to stop those who do drink from driving under the influence.

3) "Now let's take a few minutes to go around and share what the Docu-Drama experience means to us. I'd like for each person to briefly state what you have learned from seeing the Docu-Drama. I want for each of you to speak by using 'I' statements—in other words, speak for yourself, and speak by saying, for example, 'I think that I will think more than twice before getting into a car with someone who has been drinking.' If you choose not to share, you have the right to pass. OK, who would like to begin?"

4) "Now that you have had a chance to write about the Docu-Drama experience, do the Continuum Line, and share what the Docu-Drama experience has meant to you, we want to give you a chance to ask questions that may have come to mind from any of the experiences you have absorbed this afternoon. [Optional—We have someone with us, [Name], who works in the field of alcohol and drug abuse.] Who has a question?"

**Note:** *It is helpful to have representatives from other resources available for this part of the follow-up. The participants from the various agencies who played a role in the Docu-Drama should remain at the school in case other resources are not available and students have questions that should be directed to them. They can be summoned to the class at that time. You may need to provide interpreters for them during this activity. As mentioned elsewhere, if your community has emergency responders, physicians or emergency room personnel who can sign, this is an excellent opportunity for them to visit the classrooms and share with students.*

## ALCOHOL AND DRIVING QUIZ

- T or F** 1. Alcohol is not a drug.
2. A typical serving of beer, wine and liquor:
- a) contains the same volume of liquid
  - b) vary in alcohol content
  - c) are equal in alcohol content
- T or F** 3. The most frequently used alcoholic beverage in the United States is distilled liquor (whiskey, gin, and vodka).
- T or F** 4. Alcohol is a stimulant.
- T or F** 5. If parents don't drink, their children won't drink.
6. What sobers a drunk person?
- a) a cold shower
  - b) black coffee
  - c) a traffic ticket
  - d) time
  - e) walking
- T or F** 7. You can't get drunk on beer alone.
- T or F** 8. The use of alcohol increases sexual ability.
9. BAC stands for:
- a) body alcohol content
  - b) blood alcohol content
  - c) blood alcohol check
10. The legal definition of "driving while intoxicated" in Missouri is a BAC of:
- a) .10%
  - b) .17%
  - c) .03%
  - d) .08%
  - e) .20%
11. Someone is killed by a drunk driver once every
- a) day
  - b) 20 minutes
  - c) hour
  - d) 40 minutes



12. If you are out on a Friday or Saturday night, how many cars are being driven by drunk drivers?
- a) 1 out of 200
  - b) 1 out of 10
  - c) 1 out of 25
  - d) 1 out of 50
13. A friend drives you to a party. During the evening, the friend has several drinks but still insists upon driving. What should you do?
- a) advise your friend that drinking and driving is dangerous
  - b) refuse the ride
  - c) offer to drive
  - d) find someone sober to drive you both home
- T or F** 14. You are completely safe if you have only one drink before driving.
- T or F** 15. You can always tell when a friend has too much to drink and shouldn't drive.
- T or F** 16. Approximately 10% of all fatal traffic crashes are alcohol-related.
- T or F** 17. Drunk drivers usually swerve all over the road and go too fast or too slow for road conditions.
18. The age group most affected by traffic crashes is:
- a) 16 – 24 years old
  - b) 25 – 40 years old
  - c) 41 – 60 years old
  - d) 15 years and younger
19. The average cost of being arrested for a DWI is:
- a) \$350
  - b) \$700
  - c) \$4,000
  - d) \$10,000
- T or F** 20. If you are under 21 and have been convicted of a DWI, you can lose your license for 90 days.

## ALCOHOL AND DRIVING QUIZ ANSWERS

1. **False.** Alcohol is a drug, and the number one drug abuse problem is alcohol abuse. About 300,000 Americans are addicted to heroin, but about 9,000,000 are addicted to alcohol.
2. **C.** A standard serving of a 12-ounce bottle or can of beer, a 5-ounce glass of wine and a drink containing 1 ¼ ounces of liquor all contain the same amount of pure alcohol: 0.5 ounces. This is alcohol equivalence.
3. **False.** Beer is the most frequently used beverage in the United States.
4. **False.** Alcohol acts as a depressant on the central nervous system. Its first effect on the brain is to slow down the area that controls judgement and thought. As a result, the drinker may feel “up” but the nervous system is being depressed, not stimulated. Alcohol also depresses the area of the brain that controls muscle coordination and that is why staggering and slurring of words is such a common sight of over-drinking.
5. **False.** Sometimes. But the highest incidence of alcoholism occurs among offspring of parents who are either teetotalers...or alcoholics. Perhaps the “extremism” of parents’ attitudes is an important factor.
6. **D.** There are no shortcuts to sober a drunk person. Once alcohol is in the bloodstream, it takes time for the body to rid itself of the alcohol. This process, called metabolism, takes over 1 hour for each drink consumed.
7. **False.** One beer or one glass of wine is about equal to one average “highball.” You get just as drunk on beer or wine as on hard liquor.
8. **False.** Contrary to popular belief, the more you drink, the less your sexual capacity. Alcohol may stimulate interest in sex, but it interferes with the ability to perform.
9. **B.** Blood alcohol content is the percentage of alcohol concentrated in a person’s blood, as measured by a breath tester device or by direct analysis of blood or urine.
10. **A.** A blood alcohol content of .10% or more is the presumptive level of intoxication in most states, including Missouri. A .10 BAC means 10% alcohol, 90% blood.
11. **B.** A drunk driver kills someone every 20 minutes. Drunk drivers also injure more than 2,000 people each day. Drunk driving has become so serious that one out of every two Americans will be affected by an alcohol-related crash in their lifetime.
12. **B.** On the average weekend night, one out of ten cars has a drunk driver behind the wheel. Nearly half of these drunk drivers are between the ages of 16 and 24. Drunk

driving is the number one killer of young adults. If you know people who drink and drive, let them know that they are endangering the lives of you and your friends.

13. **D.** It's probably too late to give advice. People who have been drinking do not reason well, so answer A will not help much. Remembering that no matter how confident your friend is about his or her ability to drive, your life is being risked too. Refuse the ride. Once you have made it clear that you will not ride with your friend, offer to drive yourself. But, if you have also been drinking, don't try to decide which of you is least drunk. Be a true friend and find a safe ride for both of you.
14. **False.** One drink triples your odds of being in a crash. By the time your blood-alcohol level reaches .10%, your chance of causing a crash increases 25 times. It is never completely safe to drink and drive.
15. **False.** No one acts in the same way every time they drink, so it is often difficult to judge the ability to drive. Remember that staggering and slurring words are extreme signs. A drunk will say, "I can make it just fine," and even "I drive better when I'm drunk!" then drive away and kill himself or herself or someone else. Another signal is the common discussion among a group of drinkers about who has had the least amount to drink.
16. **False.** Over 50% of all fatal traffic crashes are alcohol-related. 40,000 to 50,000 people are killed each year in the United States in traffic crashes. One-half of these are alcohol-related. Most alcohol related crashes occur between midnight and 3:00 a.m. on Fridays and Saturdays.
17. **False.** Sometimes drunk drivers are hard to identify. Swerving and poor speed judgement are only extreme conditions. One great danger is the alcohol's effect on the driver's reaction time. Even if the drunk appears to be driving normally, judgement is seriously impaired. When an emergency arises, a crash occurs before the drunk driver can react. Inability to drive defensively and reckless driving both causes crashes.
18. **A.** The number one killer of young adults is traffic crashes. One in five American youths between the ages of 16-24 will die in an alcohol related crash.
19. **C.** Being arrested and convicted of a DWI involves more than just paying a fine. It can also include paying for impounding your car, a bondsman to bail you out of jail, attorney fees, court costs and fines, increased auto insurance, license reinstatement fee and alcohol education program fee. But these costs increase if you are involved in a crash and increase even more if someone is injured or killed. You also run the risk of being sentenced to jail.
20. **True.** Under current state law, you can lose your license for 90 days if found guilty for a first offense of any state, county or municipal alcohol related offense. You could lose your license for one year for the second and subsequent offenses.

# **FACT SHEETS**

# MYTHS ABOUT ALCOHOL

**MYTH 1: YOU REALLY HAVE TO ADMIRE A PERSON WHO CAN HOLD HIS/HER LIQUOR.**

The person who can drink large quantities of alcohol without feeling the “normal” effects may have developed a tolerance to alcohol. Tolerance comes from chronic use of alcohol that results in physical and mental adaptation to its presence in the body. The development of tolerance is shown by an increase in the amount of alcohol required to produce the desired effects and can indicate the onset of physical dependence.

**MYTH 2: ALCOHOL CAN BE USED AS A FOOD SUPPLEMENT.**

Alcohol has no nutritional value. It contains no vitamins, minerals or proteins. It does contain a significant number of calories, however. The calories can produce an immediate source of energy which causes food that is normally used for energy production to be changed into fat and stored in the body for later use.

**MYTH 3: ALCOHOL WARMS THE BODY.**

The direct action of alcohol causes a drop in the internal body temperature by the following process. The blood vessels are opened (dilated) on the skin surfaces and the blood is cooled by greater exposure to the outer environment. As the cooled blood circulates, the core temperature is lowered gradually, but significantly. This process is continued as long as alcohol is present in the body.

**MYTH 4: ALCOHOL IS A STIMULANT DRUG.**

Alcohol is a depressant; it sedates the central nervous system. One of the first areas of the brain to be affected is the cerebral cortex, which controls judgement, self-control and inhibitions. The depression on this part of the brain may result in excitable behavior, as inhibitions are lost.

**MYTH 5: HANGOVERS ARE CAUSED BY SWITCHING DRINKS.**

Hangovers are caused by the amount of alcohol consumed and the rate at which it is consumed, not by the kind of alcohol consumed. While metabolizing alcohol, the liver cannot perform its normal functions, one of which is keeping the blood sugar at a normal concentration. The results of this state called hypoglycemia, or lower than normal blood sugar. The change in blood vessels, as mentioned in Myth 3, can cause headaches. Lastly, a hangover is actually a “mini-withdrawal.” When the central nervous system is released from the depressed state, the opposite state develops—feeling edgy and irritable. This effect is known as “rebound.”

**MYTH 6: ALCOHOLICS DRINK EVERY DAY.**

Alcoholics are of many kinds: those who drink daily; those who drink on weekends; those who drink in binges which could occur weeks, months or even years apart. The measure of alcoholism is not when or how often one drinks, but whether or not one can control the drinking once it begins.

**MYTH 7: YOU CAN'T BECOME AN ALCOHOLIC BY DRINKING ONLY BEER.**

Actually, Americans drink almost ten times as much beer as they do “hard” liquor. Although the content of alcohol in beer is relatively low, this means that one-half the alcohol drunk is consumed as beer. Given these facts, it seems reasonable to say that there are many alcoholics who are only beer drinkers.

**MYTH 8: BLACK COFFEE OR A COLD SHOWER SOBERS A DRUNK.**

Black coffee and cold showers only produce wide-awake drunks. Only time will rid the body of alcohol. There is no known way of speeding the metabolic process of eliminating alcohol from the body.

# MISSOURI DWI LAW

## WHY MISSOURI HAS CRACKED DOWN HARD ON DRUNK DRIVERS

Missouri's DWI (Driving While Intoxicated) law is tougher than ever, reflecting the State's renewed resolve to reduce alcohol-related crashes and deaths.

## HOW SERIOUS IS THE DWI PROBLEM?

- Nationally, according to police reports, alcohol was involved in 48% of fatal traffic crashes.
- Drunk drivers killed nearly five times as many people as we lost in the Vietnam War in the same time period.
- About 2 in every 5 Americans will be involved in an alcohol-related crash at some time in their lives.
- More than 1.8 million drivers were arrested in 1991 for driving under the influence of alcohol. This is an arrest rate of 1 for every 92 licensed drivers in the United States.
- Drunk drivers deprive our country of billions of dollars each year through lost wages, judicial costs, incarceration, loss of life and healthcare costs.

## LET'S TAKE A LOOK AT MISSOURI'S DWI LAW

Missouri's State Legislature voted into law a comprehensive DWI bill that closed loopholes and made it even more difficult to avoid drunk driving prosecution. This new law:

- Allows municipal DWI convictions to be used for enhancement (increased court costs, increased jail time and other type of sanctions) purposes on future cases where the judge is an attorney;
- Strengthened the Abuse and Lose law;
- Prohibits drinking while driving;
- Restricts hardship (limited) driving privileges;
- Lowered the BAC level on administrative revocation; and
- Is harder on individuals refusing to submit to a chemical test.

## WHAT ARE YOUR CHANCES OF HAVING A CRASH WHEN DRINKING AND DRIVING?

The higher your blood alcohol content (BAC), the greater the risk. A 160-pound person who has three drinks within an hour, for example, is **twice** as likely to have a traffic crash; six drinks, **6 times** as likely; and nine drinks, **25 times** as likely to be involved in a traffic crash.

## **WHAT HAPPENS IF YOU'RE ARRESTED FOR DWI IN MISSOURI?**

You will have your Blood Alcohol Content (BAC) tested at a law enforcement facility. If your BAC tests .10% or higher, you will be charged with DWI and jailed. The arresting officer will also exercise Administrative Revocation and take your driver's license on the spot. Hardship driving privileges will not be available to offenders for specific time frames.

## **WHAT HAPPENS IF YOU REFUSE TO SUBMIT TO A BLOOD ALCOHOL TEST?**

You will lose your driver's license on the spot for one year and **not** be eligible for hardship driving privileges for 90 days.

## **IS IT LEGAL TO DRINK AN ALCOHOLIC BEVERAGE WHILE DRIVING?**

No, it is **illegal** to drink an alcoholic beverage while driving.

## **WHAT ABOUT A PERSON WHO IS A REPEAT OR HABITUAL DWI OFFENDER?**

It will no longer matter whether your conviction was in municipal, county or state court—each conviction will be combined together to enhance punishment if the judge was an attorney. This will prevent repeat offenders from driving and will help identify problem drinkers for substance abuse intervention or treatment.

## **WHAT IF YOU'RE UNDER 21 AND HAVE BEEN CONVICTED OF DWI?**

The "Abuse and Lose" law has been enhanced to add county and municipal alcohol-related traffic offenses. Your driver's license may be revoked for:

1<sup>st</sup> Offense—90 days

2<sup>nd</sup> and Subsequent Offense—1 year

**MISSOURI WILL SHOW YOU:  
DRUNK DRIVING IS A CRIME**



# DRINKING AND DRIVING COSTS

## **Costs of drunk driving in Missouri are sobering.**

Driving While Intoxicated (DWI) is a serious—and very expensive—crime. The following information is based on a typical first DWI arrest and conviction. The driver had no previous record. Here, step by step, are the agencies and people that must be dealt with and the associated costs. (Cases and fees will vary.)

### **Step 1: Arrest**

If an officer has reason to suspect you are Driving While Intoxicated, he may, during a roadside contact, administer field sobriety tests. These tests are designed to aid the officer in determining your ability to safely operate a motor vehicle. Your performance on these tests will be the basis for the officer's decision on whether or not to ask for a Blood Alcohol Concentration (BAC) test, usually a breath or blood test. A breath test is normally performed at a law enforcement facility, while a blood test is performed at a medical facility.

If your BAC level is .10% or above, you are deemed legally intoxicated under Missouri law, charged with DWI, and booked into jail. In addition to the criminal charge of DWI, your driving privilege will be administratively suspended for 30 days, and you must relinquish your driver license to the arresting officer. *Even if you test below .10%, you may still be charged with DWI if your ability to drive is sufficiently impaired,* however, your driving privilege will not immediately be administratively suspended.

If your car is impounded, it could cost you **\$50** for towing and daily storage fees. And if you use a bondsman to bail you out of jail, it could cost you **\$60** (based on 10% fee on \$600 bond).

### **Step 2: Attorney**

If you hire an attorney and plead guilty, the minimum fee is usually **\$500**. If the judge deems you cannot afford a private attorney, a public defender may be appointed for you.

### **Step 3: County Court**

Your case will first be presented to the judge for arraignment, then go to trial. When convicted, you will end up paying **\$42.95** court costs, a **\$41** fee to the Victim's Compensation Fund, a **\$2** subpoena fee, a **\$3.80** fee to the sheriff's department, and a fee to reimburse the local law enforcement agency for the cost of the arrest (average **\$96**). You will also receive a fine—usually \$250-\$500 for a first offense conviction. Based on a **\$350** fine, your total court costs, fees and fine would be **\$535.75**.

### **Step 4: Auto Insurance**

In many cases, your insurance may be canceled. If not, you must request your agent to file a SR-22 form, Proof of Financial Responsibility, with the Department of Revenue. This must be kept in force two years or your driving privileges will be

resuspended and it will be necessary to complete a new filing with the Department of Revenue and pay a new reinstatement fee.

Because of your DWI suspension, your auto insurance premiums will increase. The annual “high risk” premium on a 1992 Ford Tempo with *no prior tickets or accidents* for a male aged 25-29 is **\$3,225 annually** and is in effect for *five years*.

#### **Step 5: Drivers License Bureau**

If your license was suspended by Administrative Revocation, you must send proof of satisfactory completion of a Substance Abuse Traffic Offenders Program (SATOP) to the Department of Revenue and pay a reinstatement fee of **\$45**. In addition, when the Department of Revenue processes a conviction for DWI, your license will be suspended for 30 days, and you will have to pay an additional reinstatement fee of **\$45** and file a SR-22 form. Total reinstatement fees equal **\$90**.

#### **Step 6: Substance Abuse Traffic Offenders Program (SATOP)**

Cost to offenders to attend a state certified Substance Abuse Traffic Offenders Program (SATOP) ranges from \$225 to \$895. The SATOP program will conduct an assessment screening and make a referral to a program to address your substance abuse problem. Referrals may range from the Offender Education Program (10-hour program), Adolescent Diversion Education Program (10-hour program), Weekend Intervention Program (48-hour program), Youth Clinical Intervention Program (25-hour outpatient treatment program) and Clinical Intervention Program (50-hour outpatient treatment program).

<b>RECAP OF COSTS</b>	
Towing	\$50.00
Bondsman	\$60.00
Attorney	\$500.00
Fine and Court Costs	\$535.75
SATOP	\$225.00
Insurance	\$3,225.00
License Reinstatement	\$90.00
<b>TOTAL</b>	<b>\$4,685.75</b>

Most of these costs are *minimums*. Some additional costs you may incur if you plead not guilty are: extra attorney fees for jury trial, depositions from witnesses, higher fine and court costs if you lose the trial and expensive treatment required by the judge’s sentence.

#### **Hidden costs of a DWI conviction are:**

Time lost from work for your trial, meetings with your probation officer, attorney and insurance agent, and for treatment. You could lose your job (especially if it involves driving) or end up selling your vehicle to meet costs, or because you can’t afford high-risk insurance rates. Then you’ll have to pay alternative transportation cost or bear the burden of asking family and friends to provide it for you.

# BLOOD ALCOHOL CONTENT

## **Blood Alcohol Content (BAC) affects driving.**

Approximately 50% of drivers in fatal crashes are intoxicated, having a BAC level indicating they are incapable of driving safely. All 50 states have laws against driving under the influence of alcohol, most with severe penalties. And for good reason. Alcohol, because it reaches the brain almost immediately after it's consumed, can have extremely dangerous effects on a driver:

- Poor judgement—Alcohol dulls areas of the brain than enable making sensible decisions.
- Slowed reaction time—Drinking slows reflexes and hinders coordination.
- Loss of concentration—Drinking can cause drowsiness and decrease alertness.
- Poor vision—Alcohol can cause double or multiple vision and blurring. It also reduces side vision for seeing vehicles approaching from left or right.

## **What is BAC and how is it measured?**

Blood Alcohol Content is the percentage of alcohol concentrated in a person's blood, as measured by a breath tester device or by direct analysis of blood or urine.

## **What is the BAC level for intoxication?**

A Blood Alcohol Content of .10% or more is the presumptive level of intoxication in most states, including Missouri. Thirteen states, and the District of Columbia, have lowered it to .08%.

## **What is the relationship between BAC and traffic crashes?**

The chance of having being in a traffic crash increases *two* times when the BAC is .05%, *seven* times when the BAC is .10%, and *25* times when the BAC is .15%.

## **How many drinks does it take to affect driving ability?**

It depends on several things, including your weight, amount of food in your stomach, how fast you drink, and your mood. BAC is also influenced by type of drink—as with two-liquor drinks such as a martini or manhattan having higher levels than beer, wine, bourbon, scotch, gin or vodka.

### **How long does it take to sober up?**

A person's BAC drops about .015% per hour if no more drinks are consumed. Alcohol's effects wear off at a fairly constant rate.

For example, it would take more than three hours to reduce a 150-180 lb. person's BAC from .10% to .05%.

### **Can black coffee, a cold shower, fresh air or exercise speed up sobriety?**

No. Contrary to popular belief, none of those so-called "remedies" have any effect on Blood Alcohol Content.

### **How can BAC be kept low?**

If you intend to drink, it's best to:

- 1) Eat before and while drinking—preferably starch foods—to slow down the rate of alcohol absorption;
- 2) Drink slowly—sip, don't gulp;
- 3) Set a limit in advance to stop after a certain number of drinks—such as one drink an hour;
- 4) Stop in time to give your body a chance to reduce it's BAC to a safe level before driving.

**IF YOU THINK YOU CAN  
DRINK THEN DRIVE,  
YOU COULD BE DEAD WRONG.**

# YOUTH AND DRINKING AND DRIVING

## **Teenagers, parties, alcohol—a deadly mix.**

Parties where our young people freely consume alcohol and other drugs can begin as fun and end in tragedy. Consider just two facts:

- Nine out of ten teenagers will experiment with alcohol or other type of drug by the time they graduate from high school.
- Over half of national highway deaths involve teenage drivers—and fully one-third of them are thought to be under the influence of alcohol or other drugs.

## **What are Missouri's laws on youth and alcohol?**

There are several, but basically, it is against the law (a misdemeanor) to sell, give away or otherwise supply intoxicating liquor to a person under the age of 21. It is also a violation for a person under 21 to purchase, attempt to purchase or have possession of intoxicating liquor—or for anyone 16-20 to represent that he or she is 21 years of age for the purpose of purchasing, asking for or receiving any intoxicating liquor.

Missouri's Abuse and Lose Law means stiffer penalties for young drivers under the influence of alcohol or drugs. In fact, if you're under 21 and are convicted of an alcohol or drug related traffic offense, *you'll lose your driver's license for 90 days for the first offense and 1 year for the second and subsequent offense.*

## **What can you do to prevent alcohol use if your child is giving a party?**

Be on the premises and alert to the signs of drinking or drug use. Particularly, keep an eye on guests who leave the party and then return. Experience shows they often leave with the intent of drinking or using drugs.

It also helps to have plenty of food and non-alcoholic beverages on hand and to plan a variety of activities so people are kept busy doing things and not thinking about alcohol or drugs.

If despite your precautions things get out of hand, don't hesitate to call the police for assistance.

## **What if you find guests under the influence of alcohol or drugs?**

Call their family to pick them up, arrange for other guests to transport them home or do it yourself—but *do not allow them to drive.*

**Is there anything else you can do to keep your children and their friends out of trouble with alcohol or drugs?**

- You can take a moral stand against drinking and drug use and let your family know your position.
- You can pass information on to the parents of your children's friends.
- You can make sure alcohol is never served to or consumed by another person's minor child in your home.
- You can try to assure there is adequate supervision wherever your children are—such as offering your assistance to the parents of your child's party-giving friends.
- You can support the schools and other institutions in their effort to combat drug and alcohol use and abuse.

**DRINK AND DRIVE,  
AND THE PARTY MAY BE OVER  
BEFORE YOU KNOW IT.**

# **DRINKING AND DRIVING STATS**

## **Most fatal traffic crashes are alcohol related.**

Traffic crashes are the greatest cause of violent death in the United States; approximately one-third of resulting injuries and over one-half of the fatalities are related to driver consumption of alcohol.

Many drivers aren't aware of the effect alcohol has on them—failing to realize until it is too late that alcohol is a depressant that slows down and impairs brain activity, reaction time and coordination.

## **Let's take a look at some of Missouri's numbers:**

Missouri's 1998 drinking-involved crash statistics indicate that:

- 277 persons were killed and another 6,348 were injured
- 58.8% occurred Friday through Sunday
- 65% occurred between 7:00 p.m. and 3:00 a.m.

## **What else do we know about Missouri's alcohol-related crashes?**

- In fatal crashes, 19.5% of the drinking drivers were under the age of 21

**Don't Become A Statistic—  
Don't Drink And Drive,  
Or  
Ride With Someone Who Does.**

# **SAMPLE FORMS**



## **SAMPLE SCHEDULE FOR DOCU-DRAMA**

<b>11:30 a.m.</b>	<b>Make-up volunteers and student victims arrive at the school and make-up begins.</b>
<b>12:30 p.m. to 1:00 p.m.</b>	<b>Make-up is completed.</b>
<b>12:00 p.m. to 1:00 p.m.</b>	<b>All participants arrive for lunch.</b>
<b>1:00 p.m.</b>	<b>Wrecked car is in place. Police, fire, ambulance, coroner and other community participants are at their designated staging location(s).</b>
<b>1:30 p.m.</b>	<b>School personnel and/or volunteers guide students viewing the program around the car.</b>
<b>1:45 p.m.</b>	<b>The first emergency responder arrives on the scene and summons other emergency personnel.</b>
<b>2:15 p.m.</b>	<b>Mock crash scene is completed and emergency room physician begins presentation.</b>
<b>2:30 p.m.</b>	<b>Program is completed and students return to class for follow-up session.</b>
<b>2:30 p.m.</b>	<b>Student victims return to make-up room for follow-up and clean-up.</b>
<b>2:30 p.m.</b>	<b>Outside clean-up begins.</b>

## **SAMPLE PRESS RELEASE**

**For release:** [Identify date—please do not release until the day of the event.]

**Contacts:** [Insert name and telephone number of local individual(s) to be contacted for questions.]

### **“MOCK DWI CRASH SET FOR [Insert name of school/group]”**

On [date], the Division of Alcohol and Drug Abuse, the Office of Deaf Services and the Missouri State Highway Patrol will present an Alcohol Awareness/Drunk Driving Docu-Drama to students at [name of school/group], [give address]. The program will begin at 1:30 p.m.

This presentation will include a mock crash involving teenagers from [name of school/group]. Six students from the school have been selected to play the roles of the dead and injured victims. The remaining members of the [school/senior class], who will HAVE NO PRIOR KNOWLEDGE of the presentation, will view the crash scene.

Police, ambulance and fire rescue teams will be summoned to the mock crash as the scene is played out, and will perform their duties as they would in a real life situation. Following the crash and emergency response, a speaker will talk to the students about alcohol abuse among teenagers and the grave consequences of drinking and driving.

Representatives from the Division of Alcohol and Drug Abuse, the Office of Deaf Services, the Missouri State Highway Patrol and [name of school/group] will be available for comments at the end of the presentation.

### **Participating Agencies and Volunteers:**

Division of Alcohol and Drug Abuse

Office of Deaf Services

Missouri State Highway Patrol

[School/group]

Local Police Department

County Sheriff Department

Ambulance Service

Local Fire Department

Local Wrecker Service

Local Hospital

Interpreters

## DOCU-DRAMA CHECKLIST

School _____	Date _____
Address _____	Rain Date _____
Coordinator _____	Orientation _____
Principal _____	Phone _____

<u>Contacts to be made</u>	<u>Confirmation</u>	<u>Schedule</u>	<u>Thank you</u>
Make-up _____	_____	_____	_____
Ambulance _____	_____	_____	_____
Fire Department/Rescue _____	_____	_____	_____
Wrecker Service _____	_____	_____	_____
Speaker _____	_____	_____	_____
Coroner _____	_____	_____	_____
<u>Law Enforcement:</u>			
Police _____	_____	_____	_____
Sheriff _____	_____	_____	_____
MSHP _____	_____	_____	_____
PA System _____	_____	_____	_____

News Release Mailed to: Newspaper \_\_\_\_\_ Radio \_\_\_\_\_ TV \_\_\_\_\_

Interpreters: \_\_\_\_\_

## **“DRINKING AND DRIVING DOCU-DRAMA” PROGRAM AGREEMENT**

This agreement defines the responsibility of the coordinating agency(s) concerning the Drinking and Driving Docu-Drama.

**SCHOOL:** \_\_\_\_\_

**PROGRAM DATE:** \_\_\_\_\_

**RAIN DATE:** \_\_\_\_\_

**ORIENTATION MEETING DATE:** \_\_\_\_\_

### **REQUIRED PROGRAM COMPONENTS:**

The Docu-Drama program consists of two one-hour components:

- A. Mock DWI crash scene including a presentation by an emergency room physician and/or a law enforcement officer.
- B. Follow-up session in the classroom for students who view the program.

### **AGENCY RESPONSIBLE:**

- \_\_\_\_\_ Coordinate with local participating community agencies.
- \_\_\_\_\_ Conduct orientation meeting(s) for participating agencies, students and school staff.
- \_\_\_\_\_ Contact local media.
- \_\_\_\_\_ Determine the location for the crash, in agreement with the school.
- \_\_\_\_\_ Supervise all activities the day of the event.
- \_\_\_\_\_ Provide discussion material for follow-up session.
- \_\_\_\_\_ Provide all crash vehicles and towing services.
- \_\_\_\_\_ Provide set-up and clean-up the day of the event.
- \_\_\_\_\_ Recruit students to play the roles of crash victims and witnesses, and obtain necessary permission/release forms. Students must attend an orientation meeting.
- \_\_\_\_\_ Limit the number of students viewing the program to no more than 350.
- \_\_\_\_\_ Provide supervision and control of students during the program.
- \_\_\_\_\_ Provide a room for make-up.
- \_\_\_\_\_ Provide lunch for program participants.
- \_\_\_\_\_ Provide all necessary costumes and props.
- \_\_\_\_\_ Contact area residents/business, if necessary concerning the program and the possibility of a street being temporarily closed.
- \_\_\_\_\_ Provide a class period immediately following crash scene for follow-up session.
- \_\_\_\_\_ Teachers/individuals conducting the follow-up session must be available for a full two-hour program, and attend an orientation meeting.
- \_\_\_\_\_ Provide a sound system outside for speakers.

\_\_\_\_\_ Allow teachers and students the choice whether or not to participate.  
\_\_\_\_\_ Interpreters recruited/scheduled  
\_\_\_\_\_

**ADDITIONAL PROGRAM SUGGESTIONS:**

Allow students to videotape and/or photograph the program.  
Recruit parent(s) to participate in the program.  
Allow community agencies to participate in the follow-up session.  
Utilize a multiple car crash or pedestrian victim.

\_\_\_\_\_  
Principal's Signature Date

\_\_\_\_\_  
School Coordinator's Signature Date

\_\_\_\_\_  
Community Coordinator's Signature Date

## DRINKING AND DRIVING DOCU-DRAMA COORDINATOR EVALUATION

SCHOOL \_\_\_\_\_

(Circle the most appropriate answer.)

1. How helpful was the Program Planning Guide?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Ineffective</b>		<b>Average</b>		<b>Effective</b>

2. Please list any suggestions you may have for improving the Program Planning Guide.

3. How would you rate the orientation meeting for program participants?

Student Orientation

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Ineffective</b>		<b>Average</b>		<b>Effective</b>

Teacher Orientation

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Ineffective</b>		<b>Average</b>		<b>Effective</b>

Community/Agency Orientation

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Ineffective</b>		<b>Average</b>		<b>Effective</b>

4. Please list any suggestions you may have for improving the orientation meetings.

5. Overall, how would you rate the Docu-Drama?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Ineffective</b>		<b>Average</b>		<b>Effective</b>

6. Please list any suggestions you may have for improving the Docu-Drama.

7. Overall, how would you rate the follow-up procedure?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Ineffective</b>		<b>Average</b>		<b>Effective</b>

8. Please list any suggestions you may have for improving the follow-up.

9. Additional suggestions/comments:

**Please return completed evaluation to:**

## DRINKING AND DRIVING DOCU-DRAMA TEACHER EVALUATION

SCHOOL \_\_\_\_\_

1. Overall, how would you rate the Docu-Drama?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Ineffective</b>		<b>Average</b>		<b>Effective</b>

2. Please list any suggestions you may have for improving the Docu-Drama.

3. Overall, how would you rate the follow-up procedure?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Ineffective</b>		<b>Average</b>		<b>Effective</b>

4. Please list any suggestions you may have for improving the follow-up.

5. How would you rate your orientation meeting?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Ineffective</b>		<b>Average</b>		<b>Effective</b>

6. Please list any suggestions you have for improving the orientation meeting.

7. Additional suggestions/comments? (Use back of page if necessary)

**Please return this completed evaluation to your school's Docu-Drama coordinator.**



## DWI MOCK CRASH DOCU-DRAMA STUDENT EVALUATION

1. How did you like the Docu-Drama?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Not</b>		<b>OK</b>		<b>Like a lot</b>

2. Do you think the Docu-Drama program shows what really happens in a motor vehicle crash?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>No</b>		<b>Don't know</b>		<b>Yes</b>

3. Did the group meeting at the Docu-Drama help you learn?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>No</b>		<b>Don't know</b>		<b>Yes</b>

4. Did you learn something about drinking and driving?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>None</b>		<b>Some</b>		<b>A lot</b>

5. Will you ride with someone who has been drinking?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Yes</b>		<b>Maybe</b>		<b>No</b>

## DWI MOCK CRASH DOCU-DRAMA STUDENT EVALUATION

1. How did you like the Docu-Drama?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Not</b>		<b>OK</b>		<b>Like a lot</b>

2. Do you think the Docu-Drama program shows what really happens in a motor vehicle crash?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>No</b>		<b>Don't know</b>		<b>Yes</b>

3. Did the group meeting at the Docu-Drama help you learn?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>No</b>		<b>Don't know</b>		<b>Yes</b>

4. Did you learn something about drinking and driving?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>None</b>		<b>Some</b>		<b>A lot</b>

5. Will you ride with someone who has been drinking?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Yes</b>		<b>Maybe</b>		<b>No</b>

# **ADDITIONAL RESOURCES**

**Missouri Department of Mental Health  
Division of Alcohol and Drug Abuse  
PO Box 687  
1706 East Elm Street  
Jefferson City, MO 65102  
(573) 751-4942 (Voice)  
(537) 751-7090 (TTY)  
(573) 522-6259 (Fax)**

**Missouri Department of Mental Health  
Office of Deaf Services  
PO Box 687  
1706 East Elm Street  
Jefferson City, MO 65102  
(573) 751-0768 (Voice)  
(573) 522-1068 (TTY)  
(573) 522-6259 (Fax)**

**Missouri Department of Public Safety  
Division of Highway Safety  
PO Box 104808  
Jefferson City, MO 65110  
(800) 800-BELT (Voice)**